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ABSTRACT

In view of new federal guidelines, a project sought to write a procedure for identifying disadvantaged, handicapped, and/or nontraditional students and set up a monitoring system in the Renton Vocational Technical Institute. A literature review showed no practical tracking system had been published. The identification procedure developed included registration form responses, testing, request for services form, instructor feedback, and financial aid office information. The monitoring and tracking model developed incorporated early warning and intervention procedures. Procedures for identification of special groups of students were also written for the secondary level. A proposed process to "pass information on" from secondary vocational programs to adult vocational programs was found to be in violation of the Family Privacy Act unless specific steps were taken; The responsibility of overall monitor was assigned to the vocational counselor. Two additional services developed included an outline for conducting inservice for instructors who work with disadvantaged/handicapped students and a handbook of services for handicapped students. (Both are appended. Other appendixes provide sample registration and student identification forms.) (YLB)

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FINAL REPORT

ENTRY TO EXIT

Identification, Monitoring and Tracking of Handicapped and Disadvantaged Students

Exemplary Project in Vocational Education
Conducted Under
Public Law 94-482

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Washington State Commission for Vocational Education

FINAL REPORT

Project No. 79-AGL(153)

ENTRY TO EXIT

Exemplary Project in Vocational Education
Conducted Under
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June 1980

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V. Summary of the Report

A. Time period was from September 30, 1978, through December 31, 1979.

B. Goals and Ojbectives

1. Implement and revise procedures for identifying special groups of students in the Renton Vocational Technical Institute.
2. Develop and implement procedures for identifying special groups of vocational students at the secondary level.
3. Set up and implement a monitoring process from the current zero to at least 25 individualized methods for tracking special groups of students at the vocational technical institute and at the secondary level by existing staff.
4. Implement a process to "pass information on" from the secondary vocational programs to adult vocational programs.
5. Examine State report forms and suggest changes in State forms for collecting information about disadvantaged, handicapped and/or non-traditional students.
6. Follow-up 50% of the identified disadvantaged, handicapped and/or non-traditional students to determine better tracking procedures within the vocational project.

C. Procedures Followed

A person knowledgeable in working with special groups of students such as disadvantaged and handicapped was hired to:

1. Thoroughly review the literature for tracking methods that can be adapted to vocational technical programs.
2. Review the procedures for identifying and to make changes as necessary in the system already developed. Once a workable set of procedures has been finalized, it will be implemented

and groups of special students will be easily identified at vocational technical institute level.

3. Work individually with instructors to set up a monitoring process that will enable the existing staff to track these students from entry to exit.
4. Develop and implement procedures for identification of disadvantaged, handicapped and non-traditional at the secondary level.
5. Set up procedures to "pass on" the monitoring process from secondary to post-secondary programs, as needed.
6. Identify the key person or persons to be overall monitor of the procedures and develop strategies to key in that monitoring process. The existing staff who will monitor the project could include the financial aid officer, the vocational counselors, the CETA representatives, the V.A. representative, as well as any other persons who deal with disadvantaged and handicapped.
7. Suggest changes in State reporting forms to collect information on disadvantaged, handicapped, and/or non-traditional students.
8. Follow-up 50% of identified disadvantaged, handicapped and/or non-traditional students to determine additional help they could have used.

D. Results and Accomplishments

After reviewing the literature and Federal guidelines, it was determined that no identification and monitoring methods had been developed that would meet the new guidelines.

In view of these guidelines, disadvantaged, handicapped and/or

non-traditional students were defined. The registration information needed was developed. The tests needed to determine academically disadvantaged students were identified. An instructor's feedback form was developed. A request for services form for handicapped was developed.

A monitoring system was set up. A key person, a vocational counselor, was identified to monitor the students. This person is important because the system would not be as successful if there was not someone assigned to "watchdog" it. This system consisted of: surveys and evaluations, outreach activities, specific counseling services, staff development, scheduling modifications, curriculum modifications, curriculum development, equipment modification for handicapped, and supplemental education services. This system would be provided on an individual basis.

A summary of staff responsibilities and a staff in-service plan was developed.

There was a special section written for secondary schools. Although many of the previous methods could be used, secondary schools have specific problems which needed to be addressed.

E. Evaluation

Implementation of the project will begin during FY81. The project was done simultaneously with several changes in local, State and Federal data collection procedures.

1. Development and implementation of a data processing system for VTI's.
2. Determination by the State as to what information would be collected and sent to the Federal Government.

3. Streamlining of State data collecting forms.

Since these were not all completed, it would have been difficult to implement the project.

The following was accomplished:

1. A review of the literature.
2. A procedure written for identifying disadvantaged, handicapped and/or non-traditional students.
3. A monitoring system was set up.
4. Secondary procedures for identification of disadvantaged, handicapped and non-traditional students were written.
5. The "passing on" of information was found to be in violation of the Family Privacy Act unless specific steps were taken.
6. A vocational counselor was assigned the position of overall monitor.
7. Conferences were held with State staff to discuss State reporting systems.
8. Follow-up was not conducted.
9. Two additional services were developed:
   a. An outline for conducting in-service for instructors who work with disadvantaged, handicapped students.
   b. A handbook of services for handicapped students.

F. Conclusions, Implications and Recommendations

This project was extremely helpful for developing a data system for identification of disadvantaged, handicapped and/or non-traditional students. It also helped clarify the role that needs to be played by all staff to help these persons succeed in their vocational programs.

The key person during the implementation stage will be the vocational counselor assigned to monitor the project. Without a person who will continue to assure students' success, the project and others like it will become dust collectors.

When State and Federal reporting guidelines change again, there will have to be a complete revision of the identification section. Monitoring students' progress will remain the same, however, unless new techniques are proven to help students better succeed in vocational programs.

The following are recommendations based on this project:

1. A key person must be identified to monitor the system.
2. Data collection systems must be reviewed and revised to assure the collection of information needed by the State. These forms must be kept to a minimum and duplication avoided, if possible.
3. Instructors and other key staff must be made aware of services available to students to help them succeed in vocational programs.
4. Systems used to monitor students must be simple and easy to use.

VI. Body of the Report

A. Statement of the Problem and Review of Literature

Special groups of students such as disadvantaged, handicapped, and non-traditional students, often need extra help to succeed in regular vocational programs. Frequently, all these students are identified upon enrollment, but usually there is no follow-through to insure satisfactory progress and there is no way to determine the types of additional services the students need to succeed.

One of the major complaints vocational instructors have is they don't have time or the services available to help these students. Novak and Chrisman (1977) stated that the instructors are the most important link in work with disadvantaged students.[1] Instructors must be actively involved in the process to track students during the learning period. If a disadvantaged, handicapped, and/or non-traditional student's progress is carefully tracked, the services needed to help these students succeed will become apparent and existing staff will be able to help provide these services. Gum (1973), in a study of college dropouts, found that lack of personal attention by the staff and insufficient information regarding various program options, were all underlying reasons for lack of student success in the classroom and for attrition.[2]

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[1]Novak, Kathy and Chrisman, Arlington. Planning Vocational Education Programs for the Disadvantaged and Handicapped. Competency-based Administrator Educator Modules. ED 145 123. February, 1977.

[2]Gum, H.S. "A Study of Dropout Propensity of Selected Community College Students", (Doctoral Dissertation, Oregon State University, 1973), 73-25, pp. 352.

During FY78, procedures were developed at Renton Vocational Technical Institute (RVTI) which provided the ability to identify disadvantaged and handicapped students. In light of new reporting information required by the Federal Government and the implementation of new data collecting systems, these procedures have become obsolete.

This model is based on identifying handicapped, disadvantaged and non-traditional students in a manner that will satisfy state and federal guidelines. Once those students have been identified, the monitoring and tracking system is directed toward "early warning" and "early intervention" for those students experiencing difficulties in their programs.

B. Goals and Objectives

1. Implement and revise procedures for identifying special groups of students in the Renton Vocational Technical Institute.
2. Develop and implement procedures for identifying special groups of vocational students at the secondary level.
3. Set up and implement a monitoring process from the current zero to at least 25 individualized methods for tracking special groups of students at the vocational technical institute and at the secondary level by existing staff.
4. Implement a process to "pass information on" from the secondary vocational programs to adult vocational program.

5. Examine State report forms and suggest changes in State forms for collecting information about disadvantaged, handicapped and/or non-traditional students.
6. Follow-up 50% of the identified disadvantaged, handicapped and/or non-traditional students to determine better tracking procedures within the vocational project.

C. Description of General Program Design and Procedures Followed

A person knowledgeable in working with special groups of students such as disadvantaged and handicapped was hired to:

1. Thoroughly review the literature for tracking methods that can be adapted to vocational technical programs.
2. Review the procedures for identifying and to make changes as necessary in the system already developed. Once a workable set of procedures has been finalized, it will be implemented and groups of special students will be easily identified at vocational technical institute level.
3. Work individually with instructors to set up a monitoring process that will enable the existing staff to track these students from entry to exit.
4. Develop and implement procedures for identification of disadvantaged, handicapped and non-traditional at the secondary level.
5. Set up procedures to "pass on" the monitoring process from secondary to post-secondary programs, as needed.

6. Identify the key person or persons to be overall monitor of the procedures and develop strategies to key in that monitoring process. The existing staff who will monitor the project could include the financial aid officer, the vocational counselors, the CETA representatives, the V.A. representative, as well as any other persons who deal with disadvantaged and handicapped.
7. Suggest changes in State reporting forms to collect information on disadvantaged, handicapped, and/or non-traditional students.
8. Follow-up 50% of identified disadvantaged, handicapped and/or non-traditional students to determine additional help they could have used.

D. Results and Accomplishments

1. Review of Literature

The review of literature showed no practical tracking system has been published, especially in view of the new Federal Guidelines for disadvantaged, handicapped and/or non-traditional students.

Federal and state guidelines are not always clearly defined and are not always congruent in specifying procedures for identifying handicapped and disadvantaged students. In developing the data elements for identifying these students, the following five different documents were used:

a. Vocational Educational Data System (VEDS)

b. Resurge '79

c. National Center for Educational Statistics (NCES) Draft Documents

d. Guide to the Section 504 Self-Evaluation for Colleges and Universities (Handicapped Students)

e. Recruitment: Admissions and Handicapped Students (A Guide for Compliance With Section 504 of the Rehabilitation Act of 1973)

Factors were found in the literature that helped target areas that would lead to a higher success rate for students.

Tinto (1975) has found that grade and classroom performance are the single most important factors in a student's success in the classroom as it relates to persistence.[3] Astin (1975) made similar findings and Pantages, Creedon (1975) found that the most frequently cited reasons students gave for dropping from programs was lack of academic progress.[4]

Gum and Novak found that the instructional staff played a significant part in the retention of students.[5]

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[3]Tinto, V., "Dropouts from Higher Education: A Theoretical Synthesis of Recent Research", Review of Educational Research, 1975, Vol. 45, pp. 89-125.

[4]Pantages, T.J. and Creedon, C.F., "Studies of College Attrition 1950-1975", Review of Educational Research, 1978, Vol. 48, pp. 49-101.

Astin, A., Preventing Student Dropouts, Jossey-Bass, San Francisco, 1975.

[5]Novak, ibid.
Gum, ibid, p. 352.

2. Identification of Students

The greatest discrepancy in the Federal guidelines occurred between those advocated in Resurge '79 (Manual for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1976 (P.L. 94-472) and the National Center for Educational Statistics (NCES). Resurge '79 guidelines recommend that only those students receiving services as a result of a condition of handicappedness or disadvantagedness are identified as handicapped or disadvantaged. NCES documents advocate that these students are identified on the basis of the condition alone regardless of whether or not the student receives added services. The VEDS system allows for identifying students on the basis of condition but also requires that data be entered if these students receive additional services, i.e., added cost services.

The question then becomes, what type of identification procedure should be developed? For the most part, the procedures outlined in this model will closely approximate those outlined in the VEDS system because it alone resolves the conflict between guidelines suggested in Resurge '79 and NCES documents. Also, most technical institutes will have access to data processing systems for implementation of this model by FY82. Also, many secondary school systems are members of an Educational Service District computer consortia and will be able to extract the data needed.

However, simply selecting a particular data base does not resolve the total question of identifying and reporting handicapped and disadvantaged students. The add-on service cost will need to have specific guidelines developed by State Vocational Education Office. This problem will be addressed later in recommendations for incorporating data into the state systems report formats.

a. Disadvantaged Students

(1) Definition

There are two categories of disadvantaged students: academic and economic. The Federal Register, Volume 42, Number 191, Section 104.804, Appendix A, defines "academic disadvantaged" to mean that a person:

(a) lacks reading and writing skills,

(b) lacks mathematical skills, or

(c) performs below grade level.

"Economic" disadvantaged" means:

(a) family income is at or below national poverty level;

(b) participant or parents or guardian of the participant is unemployed;

(c) participant, or parent or participant, is recipient of public assistance; or

(d) participant is institutionalized or under State guardianship.

(2) Registration

Several items on the registration form can provide information as to whether a student can be identified as disadvantaged.

(a) A list of financial aid sources, such as Department of Vocational Rehabilitation (DVR), Bureau of Indian Affairs (BIA), CETA, Public Assistance, Social Security, Veterans Administration (VA) Disability, and Work Incentive (WIN) Program, which would identify the student as being economically disadvantaged or handicapped.

(b) Family income level. A series of questions are needed to determine if the student's income level or his/her family income level is at or below the national poverty level.

(c) Whether or not a student has acquired a high school diploma or GED. If the student is no longer in high school and has neither of these two diplomas, he or she has cause to be "academically disadvantaged" and can be identified as such.

(d) Whether or not the student is a U.S. Citizen. Those students who are not citizens could be classified as non-residential aliens requiring special services in language acquisition. A follow-up by a special services counselor is

needed to determine the appropriate status of a non-citizen.

The four sources covered above indicate possible avenues for obtaining information for those students who may be identified as disadvantaged. A sample form of Renton Vocational Technical Institute's registration form is found in Appendix A.

(3) Testing

A primary source for identifying if a student is "academically disadvantaged" is through the use of a testing procedure. Once a student has registered for a specific program, he or she can be referred to a counselor or testing office to take a pre-entry criterion-referenced test which assesses whether the student has appropriate skill levels to succeed in a specific program of study. (During 1975-76, RVTI developed 13 of these tests for specific vocational technical programs under funding for an exemplary project in vocational education. Copies of Volumes I and II of the report, Prescribing Compensatory Education for Vocational Technical Trainees, can be obtained by contacting Gene Bigger, Commission of Vocational Education, Olympia.)

Local norms have been developed for the foregoing tests. Students falling below the established cut-off scores should be identified as "academically disadvantaged".

(4) Instructor Feedback

A very important source for identifying academically disadvantaged students is the instructor's observation of a student's learning abilities, behavior patterns, and progress in the classroom. Channels of communication between the instructors and the Special Services Support Staff must effectively be kept open if students are to be identified and provided with appropriate services. It is desirable to develop a procedure which provides for "early warning" and "early intervention". One simple approach is to provide an Instructor's Feedback Form in the student's grade packet (see Appendix B) whereby the instructor alerts the Special Services Support Staff of a student who is experiencing difficulty. It is then the responsibility of the staff to conduct an immediate follow-up and to make assessments and recommendations for remedial action as well as providing data input for identifying the student as disadvantaged.

(5) Financial Aid Office

Some "economically disadvantaged" students will have been identified during the registration process. These students would have financial aid sources external to the technical institute. Those students who receive financial aid from the technical institute from sources other than the Middle Income Assistance Act need to be identified in the system as "economically disadvantaged".

Data input from the financial aid officer for the computer system will need to be articulated. Procedures to update the student's file to reflect that he/she is "economically disadvantaged" and receiving services should be developed.

b. Handicapped Students

(1) Definition

On the postsecondary level, a handicapped person is defined as having a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

At the secondary level, a handicapped person usually is enrolled in a special education program, thus making identification relatively easy.

(2) Registration Form

The registration form may be used to query a student as to whether or not he or she has any physical limitations. A "yes" answer to this question can prompt a follow-up by a Special Services counselor to determine if special services are needed by a handicapped person in providing "equal access" for the student in the classroom. <u>This source of information obtained from the registration form is not</u>

highly recommended and is applicable only if there is an open admissions policy. If the question is placed on the registration form, certain procedures should be followed. Guidelines to Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), as amended (P.L. 93-516), states, "In institutions that have open admissions programs, where admission and registration occur simultaneously and the application form is not used to make admission or rejection decisions, the college or university (or vocational technical institute) should prepare a statement for prospective students that includes the institution's commitment to Section 504 and prohibitations against making pre-admission inquiries regarding handicap. This statement may also invite students who are enrolling to provide information regarding their handicap on a voluntary basis, so that the college or university (or vocational technical institute) may have information regarding accommodations or adjustments that may be required".

(3) Request for Services Form

Apart from the registration form if it is used, a separate form should be provided to all students registering in an adult education facility. This form (see Appendix C) should indicate the services which the institute now has available for handicapped students. It should also include a statement that

any service that constitutes "reasonable accommodation" for a handicapped student will be provided. The completed form should be directed to the Special Support Services Staff. It is then their responsibility to schedule an appointment with the perspective handicapped student to validate the student's impairment and to arrange appropriate services that insure "equal access" for the student in the classroom or program. Once the student has been identified, it is the Special Support Services Staff's responsibility to enter the data into the computer system. Procedures should be developed for adding a handicapped status to the student's file.

(4) Instructor Feedback

At all levels, if an instructor observes a student who apparently displays symptoms of a mental or physical impairment which is obstructive to progress in a program, contact should be made with the Special Support Services staff who will have responsibility for reviewing the student's status and making determinations for future action. If it is found that the student is mentally or physically impaired, it is the staff's responsibility to make provisions for "equal access" and to make provisions for appropriate data entry into the computer system.

c. Non-Traditional Students

(1) Definition

For purposes of this study, a non-traditional student shall be one who is enrolled in a program that has 25 percent or less women or men enrolled (see Appendix D for a list of those programs applicable in 1974).

(2) Identification

Any person who is enrolled as the minority in a non-traditional program.

3. Monitoring and Tracking Model

An "early warning system" involves specific interventions targeted toward specific groups of students identified as having difficulties in the classroom. Once the students have been identified as having difficulties and needing additional help or services, an "early intervention" intended to remedy the problem(s) occurs. As simple as this approach appears to be, there are difficulties in monitoring and control. For example, instructors in such a program model are key personnel in identifying students having difficulties. Some instructors will take less interest in students and the program than others and will reflect this in their involvement. There may be subjective differences between instructors in recognizing a potential dropout who simply may need extra encouragement and help. For this reason, instructors and staff involvement in a retention program designed to give handicapped and disadvantaged students additional support when needed should be relatively

simple, well-defined, and standardized to the extent possible.

To make such a program simple and well defined, it is necessary to identify those factors which have the greatest predictive validity for identifying those students experiencing difficulty needing an intervention. Secondly, the variables used as predictors and the intervention should be readily amendable to the technical institute's monitoring and control.

The literature is replete with studies on retention and attrition. Most of these are on the college level. The validity of these studies is often questionable due to problems of definition, methodology, and ambiguity. Many reviews of the research, when compared, are contradictory. One can find contradictions in the literature concerning the importance or relative weight of family socioeconomic status, high school GPA, financial aid, location and size of home communities, sex, age, personality factors, parental education, and father's occupation in predicting a student's success or lack of it in a program. It would be difficult, if not impossible, for a technical institute to monitor factors such as the level of education of parents or personality traits of a student.

Therefore, using Gum's study as a premise, it is imperative that greater attention be paid to those factors which are early indicators of a student's difficulty that meet the criteria of being easily determined. These factors

on the technical institute level are attendance and class progress. With proper and timely information obtainable from these two variables, "early warnings" of student difficulty will be determined and "early interventions" implemented. "Early intervention" should result in directing students having difficulties in the classroom to existing institute services in a timely fashion. Procedures for early warning and intervention will be presented in following pages.

a. Services for Disadvantaged/Handicapped Students

The law provides that set aside Federal funds (Section 110 (a) and (b) of P.L. 94-482) shall be expended to assist the disadvantaged and the handicapped to succeed in a regular vocational education program.

The following information is from Resurge '79, pages 10-13, which outlines examples of the types of services which may be funded under the Vocational Education Amendments of 1976, Part A, subparts 2 and/or 3 and may be credited to Section 110 (a) and (b) set-aside funds.

(1) Survey/Evaluations - Conducted by staff members or under contract or grant arrangement. (P.L. 94-482, Section 112 and Regulation 104.402).

(a) Identification of disadvantaged and handicapped populations and the geographical areas in which they are concentrated.

(b) Identification of employment opportunities for disadvantaged and handicapped youths and adults.

(c) Identification of effectiveness of methods, materials, equipment and techniques used in providing vocational education programs for disadvantaged and handicapped persons.

(c) Identification of other agencies, organizations, or individuals concerned with the disadvantaged and handicapped and the extent to which they can provide support services for vocational education.

(2) Outreach Activities - designed to recruit disadvantaged and handicapped persons and potential employers, and to develop community participation and support including business, unions and industry.

(a) Advertising through newspapers or television.

(b) Announcements through posters, flyers, brochures and other written presentations.

(c) Speaking engagements with community groups including business, labor, special agencies and service organizations.

(3) Identification of Disadvantaged and Handicapped -- needed to identify and classify specific problems of individual students (P.L. 94-482, Subpart 3, Section 134, Regulation 104.763).

(a) Special counseling services for disadvantaged or handicapped students including salaries for time required over and above regular duties.

(b) Preparation of diagnostic and evaluation tools.

(c) Education testing to determine academic level, interest and abilities.

(d) Vocational or work experience.

(4) Staff Development - required to prepare personnel to work with disadvantaged and handicapped students (Subpart 3, Section 135, Regulation 104.774).

(a) Training programs and internships for teachers and counselors -- both pre-service and in-service.

(b) Travel expenses and salaries of State and local staff members when such travel expenses are directly related to staff development, e.g. seminars, conferences, workshops and special institutes.

(5) Scheduling Modifications - needed to provide additional time for personnel to assist identified disadvantaged or handicapped students. Such may be required when any of the following situations occur (Section 120 (b) (1) (A) Regulations 104.512).

(a) Extention of school day, week, month, or year.

(b) Instruction on an individual basis.

(c) Flexible scheduling of students to permit program entrance/exit appropriate with progress.

(6) Curriculum Modifications - required to enable individuals to succeed in regular vocational education programs by assisting them to compensate for

the disadvantagement of handicap (Subpart 3, Section 133).

(a) Analysis of instructional materials for academic level.

(b) Specially designed workbooks or textbooks.

(c) Task analysis of occupations to identify possible modification in instruction, equipment, or methods.

(7) Curriculum Development - Required to provide students with a specially designed program to suit their individual needs (Subpart 3, Section 133).

(a) Contracts with consultants, specialists, or teachers.

(b) Salaries of regularly employed teaching staff and curriculum specialists while working on this project.

(c) Special supplies, instructional materials, and teaching aids.

(d) Competency based instructional materials.

(8) Equipment Modification for Handicapped (Part C, Section 195 (1) and (7)).

(a) Written instruction in Braille

(b) Large print materials

(c) Signals which use sound rather than sight for the visually handicapped.

(d) Signals which use sight rather than sound for the hearing handicapped.

(e) Special safety devices, such as guard rails around moving parts of machinery.

(f) Sensory devices.

(g) Printed rather than verbal instructions for the hard-of-hearing.

(h) Sound amplification devices.

(i) Note taking systems.

(j) Teletypewriter

(k) Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls or vice versa.

(l) Special desks and work tables for students in wheel chairs.

(9) Supplemental Education Services - designed to assist students in regular or special vocational programs (Sections 120 and 134).

(a) Remedial services

(b) Psychological services to test, diagnose and evaluate.

(c) Guidance and counseling services including recruitment, referral and follow-up.

(d) Counseling services related to attendance, drugs, home problems -- if these problems are directly related to the individuals inability to succeed in the vocational education program.

(e) Staff to coordinate, supervise, and guide separate cooperative work experiences, work

study programs, or apprenticeships.

(f) Lecturers, speakers, Big Brothers and Sisters participation, site visits to businesses and factories and other work places (Subpart 3, Section 134 (b)).

b. Monitoring Economically Disadvantaged Students

Students who are identified as having cause for being "economically disadvantaged" may make application for financial aid. If they qualify, appropriate financial aid funds will be awarded on the basis of need. Many of these students will make application during the registration process and awards will be made. Data entries for these students receiving financial aid must be made in the computer system. Also dissemination of information to students who show cause for being "economically disadvantaged" but did not apply is desirable. Some students are not aware of the various opportunities for financial aid. Therefore, a report format for those students providing information on the registration form who appear to qualify should be generated. This report generation would enable the financial aid officer to send letters of application to prospective financial aid recipients. Additionally, instructors should make student referrals to the financial aid officer in those instances in which students are experiencing difficulties in the classroom or in attendance as a result of financial burdens. The

financial aid officer will, in some instances, be able to provide financial assistance.

Once students are receiving aid, it is necessary to monitor their progress to determine their continuing eligibility and to provide additional services if academic problems are encountered. The attendance reports which are entered into the computer system on a bi-monthly basis are probably the best source of information for monitoring the progress of economically disadvantaged students. The system should generate a report for the financial aid office on a monthly basis for all students who have been identified as financial aid recipients.

c. Monitoring Academically Disadvantaged Students

Academically disadvantaged students will have been identified via testing procedures, lack of high school diploma or GED, and instructor referral. Instructor referrals will be routed directly to the Special Support Services Staff. (For the remainder of this report, the Special Support Services Staff will be referred to as Support Staff.) The Support Staff will have responsibility for conducting an immediate follow-up to determine what existing services in the institute can be provided for the student. It may be that the student will need remediating work in math or reading skills and would be referred to the Learning Center or continuing education program. The student may need personal counseling to deal with problems existing outside classroom activities. Or, a group of

students may have a common problem with curriculum content in which instance the curriculum coordinator may be called in to work with the instructor in modifying or adding to that particular area. Whatever the problem, it is the Support Staff's responsibility to follow-up the student's problems and to provide the best resource available in the institution to assist the student in eradicating the problems faced. When such a service has been provided for instructor referral, it is the Support Staff's responsibility to make periodical checks on the student's progress and to make a proper entry into the computer system indicating that the student has received added cost services.

For those students who lack a high school diploma or have low test scores, these students will already have been identified as academically disadvantaged. After the initial enrollment period, a computer run designating these students should be made available to the Support Staff who will monitor their attendance and grade performance. If difficulties are encountered, an intervention needs to be implemented. Reporting the services these students receive is to be made into the computer system by the Support Staff.

d. Monitoring Handicapped and Non-Traditional Students

The Support Staff will provide monitoring of handicapped and non-traditional students on an as-needed basis. Services previously identified will be available to help

these students succeed.

The procedures outlined above provide for tracking and monitoring students' progress bilaterally. That is, either the instructor and/or the Support Staff can initiate an intervention which provides services for disadvantaged or handicapped students via the tracking and monitoring process. The intervention can be prompted immediately (low pre-entry test scores or lack of a high school diploma) or can be prompted at a later stage (sub-standard performance in the class or attendance problems). The next section provides additional methods which can be implemented in providing additional services for students.

4. Individual Methods of Providing Services

The following procedures, methods or services can be provided by instructor(s), the counselors, resource learning personnel or continuing education personnel. Some of these are currently being used by RVTI staff members.

a. Students Having Attendance Problems

At least three methods can be employed in dealing with attendance problems. The primary concern of the instructor should be directed at determining the root of the attendance problem and resolving it. The methods employed are often dependent upon the severity of the attendance problem. One way is to go to the student's home and address the problem. Another is to telephone, discuss the problem with the student, and try to resolve

it. Another method is to schedule a conference with the student. Some instructors employ this method and use the opportunity to reiterate what their attendance procedures are and what expectations they have of the student. The student signs a form which contains the information that has been presented to him and which can also contain any agreements that the instructor and student have consumated.

b. Students Having Classroom Difficulties

For those students experiencing classroom difficulties culminating in poor progress and performance, a variety of methods can be employed to resolve the problem. There is no one best way to deal with these problems and much of the burden will lie with the student, the instructor, and/or the counselors in attempting to resolve them. An important factor to remember is that problems students may have in the classroom are usually multi-dimensional and unique for each student. Therefore, a cookbook approach cannot be employed in dealing with the unique problems of each student. Much of the success an instructor or support staff will have with a student will be the result of conventional wisdom and a willingness to attempt or explore as many different methods as may be necessary to aid the student within given boundaries of time and available resources. Not all students will be receptive, and it is important to remember that not all attrition is bad attrition. There will be times that a student will

simply be incongruent with the institute and its programs. Methods which can be employed are as follows:

(1) Referral for aptitude testing, achievement and diagnostic testing.

(2) Referral for counseling for personal problems.

(3) Referral for financial aid or work study if the student's difficulties seemingly stem from financial problems.

(4) Referral for students having language difficulties and who speak English as a second language.

(5) Referral for career guidance.

(6) Referral to Resource Learning Center or continuing education for basic work study habits.

(7) Referral to Resource Learning Center or continuing education for developmental skills in reading, writing and math.

(8) Referral of handicapped students to counselors for the purpose of acquiring any additional services which may be needed to insure "equal access" opportunity.

(9) Referral for tutorial services which cannot be provided in the classroom by the instructor.

(10) Referral for additional services provided by agency people in areas such as vocational rehabilitation, veterans administration, CETA, etc.

Services which the instructor can provide directly in the classroom may include the following:

(1) Assist the student in realistic goal and objective setting within the program.

(2) Provide tutorial assistance on an individual basis.

(3) Talk to previous instructors to obtain a historical perspective of what the student's problems have been.

(4) Coordinate efforts with other instructors who may have the same student.

(5) Assign special work to the student that is tailored to his/her individual needs. This method can take the form of a special project that will help the student get on "track".

(6) Set up classroom Peer Assistance System. Develop a "buddy system" that will match class leaders with low achievers.

(7) Provide individualized mini-learning sessions which will aid those students who have fallen behind in specific areas of the curriculum.

(8) Develop a non-cognitive student instrument to determine how many hours a week a student works, how many hours they will spend on studies outside of class, etc.

(9) Develop self-paced individual learning packets for specific segments of the curriculum with which disadvantaged/handicapped students experience difficulties.

(10) Develop appropriate media materials to be used as instructional aids.

(11) Develop vocabulary lists that will aid students in learning shop jargon.

(12) Organize contractual instructor learners agreements.

(13) Determine student learning strategies and modify delivery systems when necessary.

(14) Set up an individual instructor record system designed to identify students having problems.

(15) Develop mastery learning concepts.

(16) Develop computer assisted instruction modules to be utilized on micro computers for in-classroom use.

(17) Organize transportation system for students having commuting problems.

(18) Talk to counselors to obtain better understanding of handicapped student problems.

(19) The Support Staff should provide in-service training sessions to aid instructors in developing and using methods to better serve the disadvantaged and handicapped students in the institution.

5. Summary of Staff Responsibilities

The person who is assigned the overall responsibility of assuring identification and tracking of disadvantaged, handicapped, and non-traditional students is a vocational counselor.

The person(s) responsible for data input at the technical institute provides assistance to the financial aid officer and the Support Staff by generating lists of students who

show causes or effects of disadvantagement or handicappedness. Sources for the list are: (1) the registration form (financial aid sources, income level, lack of high school diploma or GED, and physical handicap), (2) attendance reports, (3) test scores, and (4) grade reports.

The data input person will also be responsible for inputing data provided by the Support Staff and financial aid officer from the following sources: Special Services Required form, instructor's referrals, and Support Staff referrals. Most of this will be "added cost" data.

a. Initial Data Entry

(1) During registration, those students receiving financial aid from agencies such as BIA, CETA, etc. need to be identified as handicapped or disadvantaged. Space can be provided on the registration form which will allow for the registration staff to enter a code indicating that these students are economically disadvantaged or handicapped. The code entered would be dependent upon which grant was being received. Also, at this time, the registration staff could indicate if "added cost" services were incurred by the institute. For example, there may be overhead cost for administering some of these grants or aids for which the technical institute is not reimbursed.

(2) Students can be identified as being economically disadvantaged from information provided on the

registration form regarding family income. Initial data entry can be done by registration staff by entering a code on space provided on the registration form. Such an entry would involve cross-tabbing information provided by the student regarding his/her income and number of dependents supported. An economically disadvantaged student is defined as one whose income or family's income is at or below the national poverty level (these statistics can be obtained from the Department of Labor). A second form of data entry for this variable could involve the writing of a sub-routine by the computer staff that would make the appropriate entry in the student's file.

(3) Students can be identified as academically disadvantaged if they lack a high school diploma or GED. Once again, it is recommended that the registration staff enter a code on the registration form reflecting the student's status at the time of registration. A second form of data entry can also involve the writing of a sub-routine by the computer staff that would make the appropriate entry in the student's file.

6. Updating the Student's File (Data Entries After Registration)

a. Those students identifying themselves as non-residential aliens during registration should be followed-up by the Support Staff to determine if a student needs ESL

instruction. Those students needing ESL instruction should be identified as academically disadvantaged and their files in the computer system should be updated by the Support Staff.

b. Pre-entry test scores will be entered in the data system. Those students whose scores fall below the established cut-off should be identified as academically disadvantaged and their files should be updated to reflect this condition. A sub-routine can be written by data processing personnel to effect update, or the Support Staff should assume responsibility for obtaining a list of those students whose scores fall below the cut-off point and then updating their student files indicating they have cause to be academically disadvantaged. Once these students have been identified as academically disadvantaged, attendance and progress reports should be carefully monitored to determine if an intervention is needed. Additionally, the Support Staff could initiate contacts with instructors to check student progress. If "added" services are needed, it is the Support Staff's responsibility to attempt to accommodate the student's needs and to update the student's file as having received such services.

c. The Support Staff has the responsibility of updating any student's file as being disadvantaged or handicapped if an instructor's referral form is received. Whether the student's file is updated as having received added cost services will be dependent upon the intervention that is

implemented by the staff.

d. The financial aid officer will have responsibility for data input for those students who receive financial aid. These students should be identified as economically disadvantaged and as receiving added cost services.

e. Support Staff will have responsibility for follow-up of:

(1) Those students indicating that they have a physical disability on the registration form.

(2) Those students completing a Request for Special Services form.

(3) Those students whose instructor has contacted the Support Staff because there is an apparent physical or mental handicap condition which will require additional services.

Once the follow-up has been conducted, the Support Staff should maintain a recordkeeping system which will provide a clear audit path of documented procedures in providing needed or requested services. For example, Individualized Educational Plans (IEPs) will have been written for all students 21 years of age or younger. Or simpler documentation may be needed indicating a student received the services of testing and referral. Once the services have been provided and documented, it is also necessary to update the student's computer file indicating the receipt of added cost services for report purposes.

7. In-Service Training

As expressed in the introduction, the instructors are key personnel in providing information for disadvantaged/handicapped students and in providing many of the services that are needed by these students. An in-service program should be implemented by the technical institute to help instructors understand what is expected of them in their teaching functions with handicapped and disadvantaged students as well as to sensitize instructors to the student's needs. In addition, a variety of methods or techniques have been suggested for improving services for students.

An in-service outline for disadvantaged/disabled students covering salient points such as purpose, implications of the law, classroom responsibility, etc., is included in Appendix E.

A Handbook of Services for Handicapped Students is included in Appendix F.

8. Secondary Schools -- Identification, Monitoring and Tracking

These procedures can be accomplished by assigning data collection responsibilities to the counseling staff. It is recommended that the counselors have this responsibility because they are generally the personnel who can best coordinate or implement an early warning and early intervention system. However, size of a secondary school system and staff qualifications are factors which can lead to alternative choices.

a. Identification

Disadvantaged and handicapped students in voca-

tional education courses can similarly be identified bilaterally as proposed for the technical institutes.

An instructor referral form can be used to obtain instructor feedback concerning a lack of progress by a vocational education student. These students are identified as academically disadvantaged. Standardized test scores of students can serve as another means of identification. Also, low mid-term and final grades can serve as a method of identification. It is also a monitoring process when grades are used as an early warning indicator.

Another method of identifying academically disadvantaged students is accomplished by obtaining a list of refugee students. Generally these students may need ESL instruction.

Identification of economically disadvantaged students can be accomplished by obtaining a list of those students involved in the free lunch program and a list of those in work training.

Identification of handicapped students can be accomplished by reviewing the IEPs that are on file or by checking with the personnel responsible for special education.

b. The monitoring and tracking procedures for the disadvantaged students are similar to those outlined for technical institutes except for the financial aid procedures. The procedures can be bilateral. The instructor can initiate

an intervention or the counseling staff can closely monitor those students identified as disadvantaged to determine if an intervention is needed. The predictive variables can be poor class performance and attendance. The types of services provided to students can be those stated in section D. 4.

For handicapped students, IEPs are specific and designate the student's goals, the related services required, the projected dates for initiation or services and their anticipated duration, and the evaluation procedures. (For specific procedures on the development of IEPs, refer to the Resurge '79 document.)

9. Passing Information from Secondary Schools to Vocational Institutes.

Procedures for passing on information is dependent upon a specific secondary school's interpretation of the Family Educational Rights and Privacy Act of 1974. Interpretations may vary from one secondary school to another, and therefore, procedures are generally established on an individual basis between two institutions.

10. State Report Forms

Many conferences were held with SPI personnel to determine what changes are being made on the State report forms. At the current time, SPI is reassessing the forms being used with the objective of reducing paperwork. Although the meetings were helpful in clarifying identification of disadvantaged, handicapped and/or non-traditional students, specific changes were

not made in the State reporting forms.

11. Student Follow-Up

The identification and tracking of disadvantaged, handicapped and/or non-traditional students will be implemented during FY81. Special follow-up of these students was not feasible at this time.

E. Evaluation

Implementation of the project will begin during FY81. The project was done simultaneously with several changes in local, State and Federal data collection procedures.

1. Development and implementation of a data processing system for the VTI's.
2. Determination by the State as to what information would be collected and sent to the Federal Government.
3. Streamlining of State data collecting forms.

Since these were not all completed, it would have been difficult to implement the project.

The following was accomplished:

1. A review of the literature.
2. A procedure written for identifying disadvantaged, handicapped and/or non-traditional students.
3. A monitoring system was set up.
4. Secondary procedures for identification of disadvantaged, handicapped and non-traditional students were written.
5. The "passing on" of information was found to be in violation of the Family Privacy Act unless specific steps were taken.

6. A vocational counselor was assigned the position of overall monitor.
7. Conferences were held with State staff to discuss State reporting systems.
8. Follow-up was not conducted.
9. Two additional services were developed:
   a. An outline for conducting in-service for instructors who work with disadvantaged, handicapped students.
   b. A handbook of services for handicapped students.

F. Conclusions, Implications and Recommendations for the Future

This project was extremely helpful for developing a data system for identification of disadvantaged, handicapped and/or non-traditional students. It also helped clarify the role that needs to be played by all staff to help these persons succeed in their vocational programs.

The key person during the implementation stage will be the vocational counselor assigned to monitor the project. Without a person who will continue to assure students' success, this project and others like it will become dust collectors.

When State and Federal reporting guidelines change again, there will have to be a complete revision of the identification section. Monitoring students' progress will remain the same, however, unless new techniques are proven to help students better succeed in vocational programs.

The following are recommendations based on this project:

1. A key person must be identified to monitor the system.

2. Data collection systems must be reviewed and revised to assure the collection of information needed by the State. These forms must be kept to a minimum and duplication avoided, if possible.
3. Instructors and other key staff must be made aware of services available to students to help them succeed in vocational programs.
4. Systems used to monitor students must be simple and easy to use.

APPENDIX A

REGISTRATION INFORMATION

RENTON VOCATIONAL TECHNICAL INSTITUTE
3000 NORTHEAST FOURTH STREET, RENTON, WA. 98055

1. YELLOW - STUDENT RECORDS-DATA ENTRY
2. WHITE - CASH RECEIPTS
3. BLUE - STUDENT RECEIPT
4. PINK - INSTRUCTOR (EXIT COPY)
5. ~~G/REG~~ - INSTRUCTOR-EXIT COPY-STY.-REG.
6. BUFF - INSTRUCTOR-EXIT COPY-O. ENTRY

TODAYS DATE: ____/____/____
MO DAY YEAR

STUDENT NAME - LAST	FIRST	MIDDLE	SOCIAL SECURITY NO.	STUDENT I.D. NO.

STREET ADDRESS	APT. NO.	CITY	ZIP CODE	HOME TELEPHONE

IN CASE OF EMERGENCY NOTIFY | RELATIONSHIP | TELEPHONE NO.

CASHIER USE ONLY

PHYSICIAN | TELEPHONE NO. | WHAT SCHOOL DISTRICT DO YOU LIVE IN

BIRTHDATE	SEX	U.S. CITIZEN	MILITARY SERVICE: (CHECK ONE)	
	___F ___M (CHECK ONE)	___YES ___NO (CHECK ONE)	___VETERAN ___IN SERVICE NOW	___NEVER HAVE BEEN IN THE MILITARY

HAVE YOU COMPLETED HIGH SCHOOL ___YES ___NO (CHECK ONE)

IF YES, WHICH DID YOU RECEIVE ___DIPLOMA ___GED CERTIFICATE

IF NO, WHAT WAS THE LAST GRADE YOU COMPLETED

(IF UNDER 21 YEARS OF AGE GIVE YEAR LAST GRADE WAS COMPLETED)

HAVE YOU PREVIOUSLY ATTENDED THIS VOC-TECH ___YES ___NO (CHECK ONE)

(IF YES ANSWER BELOW) ___DAY ___EVE YEAR

IF YOU ARE ENROLLED IN A HIGH SCHOOL WHILE ATTENDING THIS VOC-TECH GIVE NAME OF SCHOOL:

LIST ANY DEGREES, DIPLOMAS OR LIC., YOU HAVE RECEIVED (OTHER THAN HIGH SCH.) ie., COLLEGE DEGREE, REAL ESTATE LIC., ETC.

TITLE OF COURSE FOR WHICH YOU ARE APPLYING (HOURS PER DAY)

THE FOLLOWING INFORMATION IS VOLUNTARY AND WILL BE PROTECTED BY THE SAME FAMILY PRIVACY RIGHTS REGULATIONS AS APPLY TO ALL STUDENT RECORDS. THIS INFORMATION IS REQUESTED TO COMPLY WITH REQUIREMENTS OF THE OFFICE OF CIVIL RIGHTS IN ITS INTERPRETATION OF "TITLE VI" OF THE "CIVIL RIGHTS ACT OF 1976", "TITLE IX" OF THE "EDUCATIONAL AMENDMENTS OF 1972" AND "SECTION 504" OF THE "FEDERAL VOCATIONAL REHABILITATION ACT OF 1973."

CHECK ONE IF APPLYING/RECEIVING FINANCIAL AID FROM ANY OF THE FOLLOWING AGENCIES:
___B.I.A.
___CETA
___D.V.R.
___G.I. BILL
___PUBLIC ASSIST.
___SOCIAL SEC.
___V.A. DISAB.
___WIN
___OTHER_____ (SPECIFY)

CHECK ONE, ETHNIC BACKGROUND:
___ASIAN AMER. OR PAC. ISLANDER
___BLACK
___HISPANIC
___NATIVE AMER. OR NATIVE ALASKAN
___WHITE
___OTHER_____ (SPECIFY)

CHECK ONE, STATUS:
___SINGLE
___MARRIED
___SEPARATED
___DIVORCED
___WIDOWED

ARE YOU LIVING WITH PARENTS (CHECK ONE)
___YES
___NO

NUMBER OF DEPENDENTS

DO YOU HAVE ANY PHYSICAL LIMITATIONS ___YES ___NO (CHECK ONE)

CHECK ONE, CURRENT MONTHLY (TAKEHOME) FAMILY INCOME (DO NOT INCLUDE FINANCIAL AID):

___233 or less	___484 to 553	___694 to 727
___234 to 339	___554 to 623	___728 to 758
___340 to 483	___624 to 693	___over 758

INSTRUCTOR SIGNATURE/DATE

REMARKS

I HAVE BEEN GIVEN THE OPPORTUNITY TO READ A STATEMENT OF THE INSTITUTE'S POLICIES ON FEES, ATTENDANCE, CONDUCT, PARKING AND DRESS.

STUDENT SIGN HERE:_____

********DO NOT WRITE BELOW THIS LINE********

FEES APPLICABLE TO THIS COURSE

COURSE NUMBER	DATE ENTERED CLASS	NON-RESIDENT ALIEN ___YES ___NO	HIGH SCHOOL CREDITS ___YES ___NO	CURRENT GRADE

CODES
L.E.
P.C.
H.S.
C.C
H.D.

RECEIPT NO.	DATE	REGISTRATION FEE	PROGRAM FEE	EXCESS EXPENSE FEE	TOTAL COST

APPENDIX B

INSTRUCTOR'S CLASSROOM FOLLOW-UP

An attempt is made to identify disadvantaged and handicapped students during the registration process. However, it is not possible to identify all students who may be in need of additional services or is it always possible to insure that these students receive the additional services which may be needed. Your help is needed.

As you observe a student in the classroom, and it becomes apparent that additional help may be needed which cannot be provided by yourself because of lack of time or resources, please check the appropriate items listed below. The form should be returned to the counselors who will have the responsibility of following your request for the student and recommending or determining a course of action.

Student's Name_____ Instructor_____

Please check (X) the items that are needed for the student to succeed in your vocational program:

_____ needs additional instruction in math skills.

_____ needs additional instruction in reading and comprehension skills.

_____ needs English-as-a-Second-Language instruction

_____ needs to improve attitude, motivation or behavior.

_____ needs better attendance in class/shop.

_____ needs to develop better manual dexterity.

_____ other (please specifiy): _____

_____

Explanation (optional):

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

SPECIAL SUPPORT SERVICES
FOR DISADVANTAGED OR HANDICAPPED STUDENTS

Renton Vocational Technical Institute is dedicated to providing reasonable services to its students who may require special support services. Students with disabilities are encouraged to request special support services which provide an opportunity to attend and equally benefit from classes and other institute activities. If you are disadvantaged or handicapped, you are not required to identify yourself or obligated to accept services. However, if you do request services, any information provided is "confidential" and separated from registration, admissions, or other academic records. This procedure is used to insure non-discrimination through the processes of registration and admission.

The school cannot provide any specialized service without a student request. Completing this form or contacting a counselor (235-2352) as soon as possible will assure you of having reasonable services available when you need them.

I have a disability and would like to request information on the following services:

( ) Registration Assistance

( ) Sign Language Interpreting

( ) Braille Transcription

( ) Large Print Transcription

( ) Tape Recorded Texts and Materials

( ) Attendant Assistance

( ) Designated Parking

( ) Specialized Equipment (drafting boards, teletypewriters, etc.)

( ) Specialized Counseling

( ) DVR Assistance

( ) Basic Skills Classes

( ) Specialized Testing

NAME _____

ADDRESS _____ ZIP _____

TELEPHONE _____ DATE _____

APPENDIX D

Table A-1. Non-traditional vocational training programs, by detailed classification, by percent of students in the training nationally that are women: Office of Civil Rights sample of selected postsecondary AVTS, United States, 1974.

Training Programs	Percent Women	Number of Women Enrolled
Metallurgy occupations	0.0	0
Heavy equipment maintenance	0.0	2
Diesel mechanics	0.2	9
Air conditioning repair	0.3	21
Maritime occupations	0.4	5
Plumbing and pipefitting	0.4	3
Masonry	0.4	3
Carpentry	0.5	34
Tool and die making	0.5	3
Refrigeration repair	0.6	12
Machine tool operations	0.7	16
Electrical occupations	0.8	43
Machine shop	0.8	120
Aircraft maintenance	0.8	15
Agriculture mechanic repair	0.8	13
Business machines maintenance	1.0	5
Automotive technician	1.2	40
Plastics occupations	1.3	2
Welding and cutting	1.3	173
Instrumentation technology	1.4	8
Radio and television repair	1.4	197
Body and fender repair	1.5	74
Automotive sales	1.5	7
Mechanical technology	1.5	182
Electromechanical technology	1.6	23
Auto mechanics and other automotive training	1.7	286
Metal working occupations	1.8	55
Electrical technology	1.8	75
Machine shop	1.8	120
Electronic technology	1.9	367
Fire and fire safety technology	2.2	59
Appliance repair	2.4	28
Leatherworking	2.7	1
Blue print reading	3.0	9
Electronic occupations	3.1	120
Construction and maintenance	3.2	60
Petroleum technology	3.6	4
Fireman training	3.9	81
Industrial technology	4.1	101
Civil technology	4.3	169
Woodworking occupations	4.5	40
Instrument maintenance	5.6	26
Ground operations	5.9	3
Nuclear technology	6.5	12
Forestry technology	6.8	109
Forestry	7.2	78

Table A-1. Non-traditional vocational training programs, by detailed classification, by percent of students in the training nationally that are women: Office of Civil Rights sample of selected postsecondary AVTS, United States, 1974, (Continued)

Training programs		
Architectural technology	7.8	379
Metallurgic technology	8.1	42
Drafting	8.2	960
Commercial pilot training	8.8	111
Small engine repair	9.4	149
Aircraft operations	9.6	9
Oceanographic technology	9.6	125
Waste and water technology	11.0	39
Agricultural supplies	11.4	276
Environmental technology	11.7	79
Custodial	12.0	60
Agricultural production	12.5	673
Police science	13.9	2,570
Aeronautical technology	14.1	157
Wholesale trade, other	14.1	31
Agricultural resources	14.5	136
Foreman and/or supervisory	14.5	543
Law enforcement	14.9	1,830
Commercial fishery	15.1	63
Agricultural products	20.0	68
Scientific data technology	20.7	455
Graphic arts	20.9	903
Agriculture, other	21.0	619
Supervisory occupations	21.4	4,751
Mortuary science	23.3	65
Agricultural technology	24.2	248

APPENDIX E

THE DISADVANTAGED/DISABLED STUDENT IN VOCATIONAL TECHNICAL PROGRAMS: AN OUTLINE FOR CONDUCTING IN-SERVING TRAINING FOR FACULTY AND STAFF

	Procedures and/or Questions to be Addressed	Supporting Materials
Introduction:	No program to assist disadvantaged/disabled students will be successful without the support of institute leaders.	Letter of institutional support.
Statement of Purpose:	Acquaint faculty and staff with the requirements and the process of mainstreaming disadvantaged/disabled students.	Handbook of services for students and faculty and staff.
	Develop a common philosophical perspective.	Handbook of services for students, faculty and staff.
Historical Perspective:	How many disadvantaged/disabled students do we serve?	Demographics.
	How many disadvantaged/disabled students are in our service area?	Demographics.
	What kind of work do disabled people do.	Demographics.
	Set up meetings with faculty who have worked with disabled in classes.	Experienced teacher.
	Set up meetings for faculty working with disadvantaged students to review common problems.	Curriculum coordinator.
	Determine who is being served and who isn't -- what are our successes and failures.	
The Law and Its Implication for the Institution:	What the law requires? Who are disadvantaged under the law? Who are disabled under the law? Restatement of RVTI's Commitment.	PL 94-482 and 504.
Mainstreaming Defined:	What is its purpose? Where does the model come from? What is reasonable accommodation?	

How this Institution Applies the Concept of Mainstreaming:	Admissions and Registration. Smoothing the way.	Procedures and forms.
	Testing and Evaluation. What's fair?	Example of tests used.
	Reasonable accommodation for disabled students -- What is reasonable?	504
	Role of community agencies.	Listing of agencies.
	Support Service Staff: Who are they?	Listing of staff.
	What help is available for disadvantaged and disabled students?	
	Supportive services: Notetaking Tutoring Developmental classes Counseling Planning and advising Resource learning center Sign language interpreting Physical barrier removal.	Examples of each of the following.
	Auxilliary aids for Disabled Amplification equipment Brailling Readers Taping Large Print material Specialized equipment (specify)	
The Responsibility of the Classroom Teacher:	What are you required to do? What are you not required to do? What others have done. How to get hlep. Establishing a good climate for mainstreaming.	

55

Disabled Students - Who Are They?	What are their goals and experiences? Advice and Insights. Former students and their successful program completion.	Student Panel.
The Importance of Attitude:	The effects of the teacher's attitude toward disadvantaged/ disabled students.	

APPENDIX F

3/27/80

HANDBOOK OF SERVICES FOR

HANDICAPPED STUDENTS

RENTON VOCATIONAL TECHNICAL INSTITUE

PURPOSE:

This handbook is intended to inform instructors and students about the availability of support services for handicapped students. Meeting the needs of handicapped students seeking educational opportunities takes the understanding and participation of everyone in our institution.

HISTORY:

Renton Vocational Technical Institute (RVTI) has worked toward fulfilling the concept of serving the needs of all students. This fact has been particularly true the past several years as the institution has strived to develop better ways of serving handicapped students.

ELIGIBILITY:

In order to be eligible for services a student must have a verifiable disability and request services. A disability can be verified in a number of ways. Sometimes it may be an obvious disability and other times it may require documentation by a designated official.

Not every student with a disability will want to seek support nor are they required to do so. A disability may not be a disability in many classrooms, and therefore no service is required.

HOW TO GET SERVICES:

According to section 504, of the Vocational Rehabilitation Act of 1973, RVTI is required to provide "reasonable accomodation" for any eligible student requesting service. The services are not very clearly defined but with the help of your special support services, the instructors, and the student, the appropriate services can be arranged.

Services can be requested by calling the counseling staff (235-2352) or completing the form (Request for Special Support Services for Disadvantaged or Handicapped Students) which is available at the registration office or the counseling office.

ADMISSIONS:

No student shall be denied admission to RVTI upon the bases of a disability. Section 504 of the Rehabilitation Act of 1973 mandates equal opportunity for qualified handicapped persons in education programs and activities of all institutions receiving federal financial assistance. Section 504 is a civil right statute that prohibits discrimination on the basis of handicap, obligates institutions to make certain adjustments and accomodations, and offers to handicapped persons the opportunity to participate fully in all education programs and activities.

INSTRUCTORS - EXPECTATIONS:

The mandate of reasonable accomodation for handicapped students promotes the concept of equal participation in regular classrooms. As such students are expected to meet the basic requirements of any class in which they are enrolled without the instructor compromising class standards. It is the instructor's responsibility to effectively meet the needs of students with special problems in their classroom (whether or not they are handicapped) in a positive manner, while maintaining academic and performance standards.

SUPPORT SERVICES:

Specialized support services are the basis for much of the accomodation that occurs for handicapped students. Each service is to be developed to meet the individual needs and not to be prescribed according to disability. They can include the following:

Readers: Audio tapes of classroom materials may be provided for studetns who have a reading problem related to limited visual acuity or the processing of written material.

Braille Transcriptions & Large Print: Materials in either form can be made available to students with visual problems.

Deaf Interpreting Services: These services may be provided for students who experience auditory difficulties.

Counseling: Although students are encouraged to seek assistance from staff that are regularly available to all students, the special needs of some handicapped students is evident. Specialized counseling services may be provided to assist the student in being able to benefit fully from an educational experience.

Designated Parking: Designated parking is available for students in front of the administration building; this area requires a decal.

Specialized Classes: The Learning Center provides special instruction which can be provided for those students who are remedial in basic skills.

Specialized Equipment: Equipment that is presently available on campus includes two specialized drafting boards for ambulatory students, and specialized electronic testing equipment for color blind students.

REPORT VARIABLES REQUIRED

The following variables and value labels are needed to comply in reporting procedures for Vocational Education Data System (VEDS).

	Variable	Recommended Value Label	Source at RVTI
1.	Six digit OE code	Actual	
2.	Ethnicity (includes non-resident alien values)	1=American Indian or Alaska Native 2=Asian or Pacific Islander 3=Black (not of Hispanic Origin) 4=Hispanic 5=White 6=Non-Resident Alien Blank=Unknown or Other	Registration Form
3.	Sex	1=Male 2=Female	Registration Form
4.	Disadvantaged Status	1=Economically Disadvantaged	Information acquired from 2 sources: registration form and financial aid officer.
		2=Academically Disadvantaged	Information acquired from 4 sources: testing office, Support Service personnel, registration form, and/or instructors (feedback form).
		3=Both Economically and Academically Disadvantaged	
		Blank=Not Disadvantaged	

	Variable	Recommended Value Label	Source at RVTI
5.	Handicapped Status	1=Mentally retarded 2=Hard of hearing 3=Deaf 4=Speech impaired 5=Visually Handicapped 6=Seriously emotionally disturbed 7=Orthopedically impaired 8=Other Health impaired 9=Deaf/blind 10=Multi-Handicapped Blank=Not Handicapped	Support Services Personnel
6.	Limited English Speaking Ability (LESA)	1=LESA Blank=Not LESA	Instructor (Grade Packet Form)
7.	Completer/Leaver Status	1=Still in Program 2=Completed Program 3=Leaver, Completed over half the program 4=Leaver, Completed up to half the program 5=Transferred out of program	Student Grade Reporting System
8.	Added Cost Services Provided	1=Student is receiving added cost handicapped services. 2=Student is receiving added English as a Second Language cost service. 3=Student is receiving added cost disadvantaged services. Blank=Student is not receiving added cost services.	

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